MYSORE LOCAL EXAMINATIONS.

Notification D. No. 40—L. E. 108 32-33, dated 7th December 1932.

In continuation of this Office Notification D. No. 91 dated the 22nd March 1927 issuing revised rules for the Teachers' Certificate Examinations, the following detailed syllabuses for the subjects in the Theory Part of the Teachers' Certificate Examination—Secondary Grade are published for general information.

The first examination under these syllabuses will be held in the year 1934.

Syllabus in "Principles of Education" for the Secondary Grade.

A. 1. Psychology in relation to the child and its development.
2. Physical basis of mental life, a general knowledge of the structure and function of the Nervous System.
3. Heredity and Environment.
4. Instincts, their nature, characteristics and education; The role of Instincts in Habit Formation.
5. The Senses; Purpose and methods of Sense training.
6. Sensation; Association and Perception; Observation and Perception; Conception and Apperception.
7. Imagination; Imagery.
8. Imitation, Suggestion, Play; Attention, Interest and Effort.
9. Memory; Thinking; Reasoning; Judgment.
10. The Emotions; their Nature and Training.
11. Volition: the question of freedom.
12. Individuality.

B. 1. The Laws of Learning.
2. Fatigue:—Physical and Mental.
3. Intelligence-Testing; its purpose and achievements.

C. 1. Broad and Narrow meaning of Education.
Relation between Life and Education.

2. Aims of Education:—
Narrow aims:—Mind-body; Intellect-Character.
Practical Efficiency-Personal Culture. Knowledge-Mental Power.
Comprehensive aim:—Harmonious Development of the Individual;
"Personal and Social growth."
Aims in terms of human wants.

(*a*) Personal equipment.
1. Physical health.
2. Mental health and balance.
3. Intellectual resources.
4. Recreational resources.
5. Ethical and religious resources.

(*b*) Adjustment to situations in modern life.
1. Adjustment to the physical world.
2. Do the economic situations.
3. Do family do
4. Do social do
5. Do civic do

3. The Agencies of Education.
The Family.
The Community.
The Religious Institution.
The State.
The School.
The function of the School:—The School as a miniature World.
The function of the Teacher:—Qualifications of a Teacher.
His personality. Education as a tri-polar process.
The child as the "Centre."

4. Data of Education:—Innate tendencies of the child. The prolongation of human infancy. Modification by Education. Education is Life. Life is Learning. Learning is Behaving.

5. Material of instruction :—The various stages of child development and the curriculum for different stages.
   Theory of Formal Discipline.
   Principles of curriculum construction. Curriculum looked upon as a series of purposeful activities or "Projects." No standard curriculum. Curriculum no more fixed than is human life. The respective subjects as related to the larger life purposes; and their correlation.
6. The Method of Instruction :—General Principles. Different methods. Modern individualistic tendency.
7. Recent developments in Educational Practice. (*a*) The Project method. (*b*) The Dalton Plan.
8. The Method of Appraisal. Present day examinations and their defects. The New Type Examination.

Books for students :—

1. Principles of Education—Raymont.
2. Child Mind—Dumville.
3. Education for a Changing Civilization—Kilpatrick.

Books for reference :—

1. On Education—Bertrand Russel.
2. Educational Values—Bagley.
3. The School and Society—Dewey.
4. Education: Its Data and First Principles—Nunn.
5. How We Learn—Kilpatrick.
6. Elementary Principles of Education—Thorndike and Gates
7. Projects in Indian Education—Van Doren.
8. Modern Developments in Educational Practice—John Adams.
9. The New Examiner—Ballard.
10. Talks to Teachers—James.
11. Psychology for Students of Education—Gates.
12. Mind and its Education—Betts.
13. Education—Raymont.

Syllabus in "Methods of Teaching" for the Secondary Grade.

I. (1) Introduction :—
   The meaning of Method: Broad and Narrow.
   (2) The General Principles of Instruction :—Characteristics of a good Lesson. The parts of a lesson. The importance of a good beginning. Need for methodical procedure. Summary or Recapitulation. The maxims of method and their uses.
   Aids to teaching: Questioning, its varieties and uses, Illustrations, Explanation and Description.
   (3) The chief methods of Instruction :—A brief consideration of the following methods with special reference to their applicability to class-room teaching :—Inductive, Deductive, Lecture, Heuristic and Catechetical methods. The Supervised Study and the Dalton Plan.
   (4) Notes of Lessons :—Meaning, objects and varieties. Out-line and full notes. Lesson plans.
   (5) The delivery and criticism of a lesson :—The part played by the teacher and the pupils. The use of questioning, illustrations, explanation and description. Maintenance of discipline. How to criticise a lesson.

II. Methods of Teaching the various subjects of the curriculum :—

1. VERNACULAR.

(1) *Introduction* :—
   (*a*) The teaching of vernacular.
   Functions of language teaching.
   Language as an instrument of thought.
   Language as an instrument of common intellectual life.
   Reasons for teaching the mother tongue.
   Increased mastery over language.
   Cultivation of interest in literature.

(*b*) Language teaching in the infant School.
Increase of power of speech.
Improvement of utterance.
Introduction to literature.

(2) *The Teaching of the Alphabet* :—
Need for realising the vast amount of difference between the English and Vernacular alphabets.
Importance of the problem of right method particularly in view of the present wastage in Elementary Education.
The Letter method.
The Word method.
The teaching of Kagunita, Ottakshara, and Samyuktakshara.
Experiments in methods of rapid literacy.
Need for more experimentation and research.

(3) *The Teaching of Reading* : —
Principles of method in teaching—
(i) Young-children.
(ii) Adult classes.
Difference between the English language and the Vernaculars—
in accentuation ;
in pronunciation ;
in spelling.
Oral and silent reading.
Reading prose and poetry.

(4) *The Teaching of Grammar and Composition* :—
Principles of teaching grammar.
Oral and written composition.
Improvement of handwriting.
Adaptation of the methods so as to meet the special needs of the great majority of pupils whose education stops at the end of the Primary School and to prevent, as far as possible, the relapse to illiteracy.

(5) *Text Books and materials of instruction* :—
Texts and Examinations in relation to this subject, *i.e.*, Vernacular.

2. ENGLISH.

(1) General principles to be observed in the teaching of languages. Difficulties met with in the teaching of a foreign language and the means of overcoming them.
(2) Reading.—Methods of teaching to read ; the alphabetic, look-and-say and combined methods. Qualities of good reading. Reading books.
(3) Writing.—Its importance in life. Method of teaching writing. Copy books.
(4) Dictation.—Aims, varieties and uses.
(5) Composition.—Objects. Kinds : oral and written. Method of teaching. Kinds of exercises : Narration, description, letter-writing, anecdotes, story re-production, etc., Correction of exercises.
(6) Grammar.—The place of grammar in the study of a foreign language. Methods of teaching, common defects in teaching and how to avoid them.
(7) Poetry and prose.—Aims of teaching poetry in Schools. The appeal to emotions and the moral aim. The memorising of well-known passages. Recitation.

3. ARITHMETIC.

The place of Arithmetic in School instruction ; values of teaching and methods to be employed. The Problem and Analytic methods. Order of teaching. Appliances and methods appropriate to the teaching of the following:—
Numeration and notation, the four simple rules, the compound rules, vulgar fractions, Ratio and Proportion, simple and compound practice, simple interest, time and distance, time and work, partnership, etc., use of Graphical methods.

N.B.—Statistical graphs and graphs involving straight lines alone need be attempted.

4. HISTORY.

Its place in the curriculum. Values of studying the subject. Methods of teaching : chronological, regressive, concentric, biographical, evolutionary and dramatic. Historical trips and visits to museums.
Teaching Aids.—Maps, Charts, Sketches, etc.

5. GEOGRAPHY.

Its importance in Schools. The cultural and practical value of the subject. Methods of teaching. The regional study of Geography. How to study the geography of a country or continent. Relation to other subjects.

6. ELEMENTARY SCIENCE AND NATURE STUDY.

Values of Elementary Science. Method of conducting an elementary science lesson. Experiment and observation. Mode of recording data. Scientific inference and generalisation. Objects of teaching Nature Study in Schools, Kinds of nature lessons. Nature lessons and object lessons compared. Methods of teaching. First-hand examination of objects and phenomena. Field work and excursions. The nature study garden. Nature diaries and nature calendars.

7. MANUAL OCCUPATIONS.

(DRWING, CLAY-MODELLING, CARD-BOARD WORK, ETC.)

Objects of introduction in schools. Representation of objects in line and colour. Kinds of drawing, free-hand, model, geometrical and story illustrations. The use of plastic materials, such as clay and plasticine. Modelling and relief-making. Correlation with other subjects, *e.g.*, nature study, geography, arithmetic, etc., constructive work, paper and wood sloyd.

List of Books—

(*a*) For students :—

1 Practical School Method-Boardman.

(*b*) Reference.—

1 The Suggestive Hand Book of Practical School Method—Cox and Macdonald.
2 Elementary School Methods—S. C. Parker.
3 Instruction in Indian Secondary Schools—A. H. Mackenzie. New edition—E. A. Macnee.
4 Principles and Methods of Teaching—Welton.
5 The New Teaching—Adams.
6 Progressive Methods of Teaching—Stormzand.
7 Handbook of Suggestions for Teachers—Board of Education.
8 Language in Education—Michael West.
9 Learning to Read a Foreign Language—Michael West.
10 Teaching of English in India—H. Wyatt.
11 Primary School methods—Sloman.
12 Methods of Teaching—W. W. Charters
13 Psychology of Arithmetic—E. L. Thorndike.
14 Psychology of Elementary School Subjects—Reeds.

Syllabus in "School Organization and Discipline" for the Secondary Grade.

A. SCHOOL ORGANIZATION.

(*a*) Meaning and scope, Broad Divisions.

(*b*) *School Hygiene.*—

1 The School Site :—Situation and extent, drainage and other hygienic considerations.
2 School Building :—Size and appearance, rooms and their distribution, the hall and its uses. Lighting and ventilation, the importance of aspect, general plan of School building, maximum use of a School building, modern tendencies towards open-air condition. The question of open-air Schools for India.
3 The Playground :—Its need and importance, size and uses, playground classes.
4 School Furniture:—Importance of hygienic furniture, Seating and Desking arrangements in India; old and new. General conditions of good desking, proper arrangement of furniture in the class room.
5 Other aids for preserving the health of children :—Home work, Morning sessions, School Meals, School Journeys, Special Schools, etc., What is being done in other lands (The special services of England, The New School movement in Europe.)
6 Common ailments of School children :—Their variety, their detection and cure, value of medical inspection of School children. The teacher's responsibility.
7 Direct and indirect means of cultivating healthy habits :—The school laws regarding cleanliness in dress and body and their enforcement, games and other physical exercises, the influence of surroundings, the example of the teacher.

(c) *Equipment.*—

1 School apparatus:—Black-Boards, charts, maps, models, pictures, drawings, etc. Pictorial magazines and their value, the Magic lantern, the place of cinema in education, importance of museums and gardens as teaching aids.

2. School Library:—Choice of books, library organization and its uses. Library periods. Need for teaching children how to study.

3. School records:—The School registers with special reference to the Mysore Educational Code. Their purpose and value. Other useful records.

(d) *The Staff.*—

1 The Staff:—Principles of staffing. Personal and professional qualifications of teachers, the Head Master and his duties, Staff meetings and their value. Need for the Co-operation of parents and the public in school work. Parent-Teachers' Associations, Parents Day, School-Day, etc.

(e) *Organization.*

1. Classification of pupils.—The class as a working unit, different systems of classification, value of intelligence tests in classification. The problem of Co-education. Modern tendencies in classification.

2. Allocation of work.—Class-master *vs.* subject-master. Allotment of classes to teachers, the Head-master's work as a teacher.

3. The Time Table.—The value and importance of the time-table in organisation, Characteristics of a good time-table. Time-table of a single teacher school and fully staffed School. The present movement for a flexible programme.

4. Extra curricular activities.—Their necessity in School organisation. Possible activities in a Middle School and their organisation. The Scout movement and its value.

5. Examinations and promotions.—The present day cry against Examinations. Examination as a necessary evil. Principles guiding promotions, the promotion of the backward pupil, yearly and half-yearly promotions.

B. DISCIPLINE.

1. Meaning and Scope.—Discipline as a means and as an end, the moral aim of discipline.

2. Factors controlling discipline.—School surroundings, the school community, laws and regulations of the school, extra curricular activities, the Personality of the teacher, rewards and punishments, their nature and kind. Spencer's theory of natural consequences, the place of corporal punishment in school discipline.

3. Reform of the wrong-doer.—Common school faults and their treatment, the delinquent types and their reform, the importance of the 'Objective Attitude' in discipline.

4. Freedom in education.—Its meaning and scope, Pupils' Self-government and its limitation, recent experiments in the field.

5. Character Training.—An indirect process, Habit formation as the basis of character building. The responsibility of the School in this respect. The Home and the Teacher's example, Present day experiments.

Books.—

For students.—

1 School Organization—Bray.
2 Practical School Organisation—Boardman.

Reference.—

1 (*a*) Mysore Educational Manual—Part II.
(*b*) Manual of Departmental Orders and Circulars.
2 Indian School Organization—Wren.
3 The Teacher's Many Parts—Adams.
4 School Discipline—Bagley.
5 Class room Management—Bagley.
6 Brief Course in the Teaching Process—Strayer.
7 The Changing School—Ballard.
8 Group Tests of Intelligence—Ballard.
9 Schools of Tomorrow—Dewey, J.
10 Moral Principles in Education—Dewey.
11 School Hygiene—Lyster.
12 Practical School Organisation and Method—Boardman.

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